DOCUMENT RESUME

ED 035 584 SP 003 434

TITLE Behavioral Analysis Instrument for Teachers.
INSTITUTION Educational and Cultural Center, Liverpool, N.Y.
NOTE 26p.

EDRS PRICE EDRS Price MF-$0.25 HC-$1.40
DESCRIPTORS Affective Behavior, *Classroom Environment, *Classroom Observation Techniques, Cognitive Processes, Curriculum, Lesson Plans, *Measurement Instruments, Planning, Student Behavior, Student Evaluation, *Teacher Behavior, *Teaching Procedures, Teaching Techniques
IDENTIFIERS BAIT, *Behavioral Analysis Instrument for Teachers

ABSTRACT

This instrument, developed and field-tested since February 1969, can be used to describe teacher behaviors during classroom teaching, planning, and evaluation and diagnosis. It is designed for use by a team of clinicians, the number depending on the purpose for which the instrument is used, e.g., to develop teacher descriptions for use in certification, employment, or tenure; to assist in establishing a differentiated staff; to aid in supervising students and intern teachers; to identify points of weakness in curriculum and behavior. The instrument contains specific items for behavior under each category and sub-category: (1) Teaching (General Techniques, Cognitive, Affective); (2) Planning (Scope and Sequence of the Curriculum, Curricular Materials in Subject Area, Learning Process and Child Development, Innovative Programs and Practices); and (3) Evaluation-Diagnosis. On each item teachers may be observed to operate at one of four levels: (1) knowledge of (the environment for); (2) ability to establish (the environment for); (3) ability to analyze (the existing environment for); (4) ability to evaluate (the existing environment for). Teacher questionnaires and interviews supplement classroom observation records in the description-writing process. The instrument is being further refined and a program to prepare clinicians developed. (The category items, a sample observation sheet, and steps in administration are included.) (JS)

EDUCATIONAL AND CULTURAL CENTER SERVING ONONDAGA AND OSWEGO COUNTIES

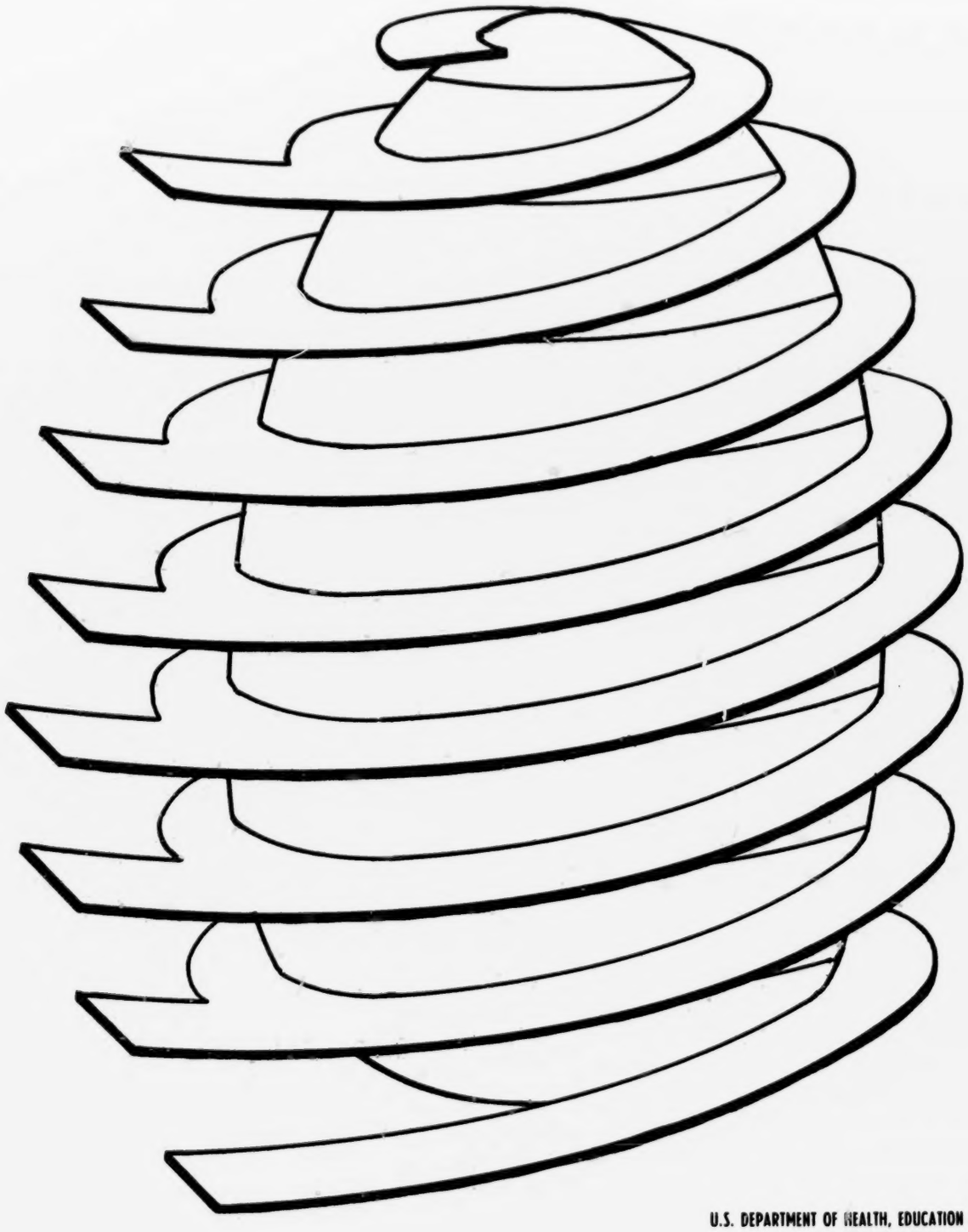
ECCO

700 EAST WATER STREET SYRACUSE, NEW YORK 13210 TELEPHONE (315) 475-2151

DEC 29 1969

BEHAVIORAL ANALYSIS INSTRUMENT FOR TEACHERS

ED035584



SP003434

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

COVER

The cover design is a representation of the ECCO Model of differentiated staffing. The Model is three-dimensional, and is divided into a number of layers. The layers represent the hierarchy of positions which an individual may encounter within an organization. These levels are distinguished on the basis of behaviors which the individual must demonstrate in order to function within a position. The bottom-most layer, therefore, represents the lowest order of position in terms of cognitive, affective, and psycho-motor behavior, while the top level represents the highest order of the demonstrated behaviors. The spiral which surrounds the Model suggests that an individual entering at a lower level may rise to a higher order level by gaining the behaviors required by that level. The projections to the left of the spiral indicate entrance ramps and suggest that an individual who already possesses the desired behaviors may enter into the differentiated staff at a higher order level and does not have to begin at the bottom.

The Behavioral Analysis Instrument for Teachers (BAIT) has been designed to be used in conjunction with the Model. The description made may be used for determining entry level and/or upward mobility along the Model's continuum.

ECCO has not assigned any descriptive names to the levels, thus the ECCO Model may be applied to any organization which is developing a differentiated staff.

PREFACE

The Behavioral Analysis Instrument for Teachers was developed as a result of staff discussion and considerations regarding needs to assist school districts in staff differentiation. Mrs. Fern Heckleman assumed a major role and assisted Dr. John Readling in the development of the Instrument. Dr. Harry Nash and Dr. Mario Rabozzi assisted in the field testing and developed the initial descriptions that were produced with the assistance of the Instrument.

Other staff members of the Regional Center listed on the back cover supplied additional support and direction. The secretaries and all the staff deserve much credit for the outstanding work that they have done in conjunction with the development of this Instrument.

I hope this Instrument will make a contribution to the education of youth in America today.

Nicholas Collis
Regional Director
Educational and Cultural Center

PURPOSE

This instrument was developed to describe teacher behaviors during classroom teaching, planning, and evaluation and diagnosis. The outcomes can be considered reliable only when the instrument has been used by clinicians prepared in its utilization.

ASSUMPTIONS

The following assumptions are made for the use of the instrument:

1. Teacher behavior can be described objectively.
2. Describing teacher behavior is desirable.
3. Teachers are capable of changing their behavior when given objective descriptive information and when given organizational climate appropriate for change.

UTILIZATION

The instrument can be utilized by a team composed of a varying number of clinicians. The number of clinicians would relate to the particular purpose for which the instrument is being used. Generally, four clinicians would comprise a team. Eight or more clinicians could make up a team for the purpose of cross-reference. If less than four clinicians are used to make up a team, the classroom lesson should be video-taped for later reference. It is possible for one person to write a complete description from a video recording of the classroom.

The instrument can be used in different ways. Following is a list of possible uses. The list is not exhaustive, but is intended to suggest possibilities:

1. Develop descriptions of teachers for the purpose of certification.

UTILIZATION (Continued)

The behavior descriptions written by clinicians could be passed to a board of examiners who would determine whether or not the teacher's behavior is appropriate for licensing or certification for public school teacher. This establishes the possibility that teachers without formal educational preparation could be identified as having behaviors similar to teachers who have had formal preparation.

2. Assist school systems in the establishing of a differentiated staff.

Descriptions of teachers, teacher assistants, and teacher aides, could identify their differing competencies in order to use them to their fullest potential.

3. Identification of various teaching models existing on a particular school staff.

The description of outstanding teachers could be compared and contrasted to descriptions of teachers who are beginning in the profession and who appear to have capabilities for growth. The desirable behaviors of the model which are not yet possessed by the new teacher could be identified and developed by him.

4. Identification of strengths for a staff improvement program.

Many teachers are considered outstanding, but it is difficult to identify their specific behaviors. This instrument should identify these characteristics, and present possibilities for in-service programs to develop behaviors which teachers have not yet considered.

5. Selection of a teacher from many applicants.

A behavioral description gained through the instrument of each of the teachers could be passed to the screening committee for further evidence and data. When master teachers and other leadership teaching positions are to be filled, all teachers in a district could have descriptions made of them if they are to be recommended.

6. Supervision by teachers of student and intern teachers.

Over a period of time, certain new behaviors would appear and some would disappear. The instrument could be administered periodically to monitor the new teacher's progress and report whether he had eliminated undesirable behaviors while acquiring new desirable ones.

UTILIZATION (Continued)

7. Identification of strengths and weaknesses in both curriculum and in behavior.

   In specific school districts, the instrument could focus on weak areas and could bring about curriculum development for the specific school district. If descriptions were made of all the teachers in one particular building, areas of inadequacy or weaknesses could be identified and a program of in-service work could be developed to meet their needs as identified by the evaluation of the description.

8. Consideration of teachers for tenure.

   Those responsible for making decisions and recommendations for granting teacher tenure could examine the description of a teacher's behavior prior to making their final decision.

ADMINISTRATION

There are three major categories of teacher behaviors contained in the instrument, two of which have sub-categories or sections:

1. TEACHING

   A. General Techniques
   B. Cognitive
   C. Affective

2. PLANNING

   A. Scope and Sequence of the Curriculum
   B. Curricular Materials in Your Subject Area
   C. Learning Process and Child Development
   D. Innovative Programs and Practices

3. EVALUATION - DIAGNOSIS

Within the categories there are specific items of behaviors, and teachers may operate at various levels on each. For example, he may have knowledge of materials or of group dynamics. He may go on to establish the environment for effective use of the materials or for the utilization of group dynamics. Beyond that, he may

analyze the materials or the group behavior. The highest level of operation is evaluation of the materials or of the dynamics of the group's interaction. These levels have no relation to a time sequence or order of operation but to intellectual processes. The student will react to the teacher on various levels, and the clinician-observer should record this level of response. Assigning levels describes a particular teacher's style or method.

When the observer sees a behavior demonstrated by teacher or student, he should note on his observation sheet the behavior (item) number, a brief description of what happened, the level of operation and any comments he may have concerning his own assessment of the situation. The levels of operation are:

(1) Knowledge of (the environment for), or
(2) ability to establish (the environment for), or
(3) ability to analyze (the existing environment for), or
(4) ability to evaluate (the existing environment for):

In assigning a level number to a particular item of performance or behavior, the clinician-observer should assume that all lower levels are incorporated or precede the higher level of operation. For example, if a teacher evaluates the dynamics of the interaction of the group, he has analyzed it.

In the Cognitive Section, levels should be identified both on verbal and non-verbal behavior of the teacher and student. Students may respond on many different levels of thought process to a single stimulus from a teacher.

Various levels of affective behavior of youngsters are identified in the items, and it is the responsibility of the clinician-observer to identify the level demonstrated during the classroom teaching session.

ADMINISTRATION (Continued)

In the Affective Section, there is an alternate recommendation. Additional clinicians may be added to the observation team, one to develop a Flander's Interaction Analysis Matrix, and a second to develop a Withall Social-Emotional Climate Paradigm. With the use of both of the above, three clinicians would be needed to gather information for the Affective Section.

The Evaluation Category is used by the clinician-observer while watching the teacher teach in the classroom and later in the interview session with him. This section has both measurement and evaluation items.

Steps in Administering the Instrument

Step 1 - Each member of the team of clinicians will identify a specific category or sub-category of the instrument as his responsibility. For example, one clinician may select Teaching--Affective; a second, Teaching--Cognitive; a third, Teaching--General Techniques; and a fourth, the Evaluation Section.

Step 2 - Prior to being observed in the classroom, the teacher will give the clinicians a statement of his objectives.

Step 3 - While observing the teacher in the classroom the clinicians use the category or section of the instrument which they have chosen to record the teacher's behaviors. The lesson should also be recorded on audio or video tape.

Step 4 - Immediately after the classroom lesson, the teacher in another location and without comments or directions from the clinicians, responds to the Planning and the Evaluation-Diagnosis sections. During this time, the clinicians compare data and begin the description writing process.

Step 5 - When the teacher has completed the above categories, he joins the clinician team and goes over his responses item by item, explaining only his "yes" answers, both for "this lesson" and "at other times." He is given the option of explaining the content of the item as he sees it appropriate to his activities. At the end of this interview-discussion

ADMINISTRATION (Continued)

period, the teacher leaves and the procedure is ended as far as he is concerned.

Step 6 - The team continues with the description-writing process which can be organized in whatever way the team feels is best for their needs. It will leave out value judgements as clinicians will never make such judgments. This is an important aspect of the process.

DEVELOPMENT

The instrument was designed at the request of the Bureau of Teacher Education and Certification, New York State Education Department, and financed by it. The Bureau's interest was prompted by its desire to consider alternative routes to teacher certification and for change in in-service programs for teachers.

Work on the instrument was begun by the staff of the Educational and Cultural Center of Onondaga and Oswego Counties with their consultants, in February, 1969. The team field-tested the instrument and wrote descriptions of teacher behaviors during May and June, 1969. Presently, additional work with teachers is continuing. As a result of this further field testing, a second stage of development and refinement is planned. A program to prepare clinicians to utilize the instrument is being developed.

1.B TEACHING--student cognitive

SAMPLE OBSERVATION SHEET

According to his stated objectives, the teacher will demonstrate:

(1) Knowledge of the environment for, or
(2) ability to establish the environment for, or
(3) ability to analyze the existing environment for, or
(4) ability to evaluate the existing environment, for:

Item No.	Description of Teacher-Student Performance (what happened, when)	Level of Operation		Comments (why, how, etc.)
		Teacher	Student	
1.13.1 1.B.4	Identify, analyzed causes Child gave reasons for earthquake	4	3	Child analyzed as result, data gathered from reading, teacher evaluation respons
1.B.2	Speculation considered Teacher asked child what he would be (child had read book about people; their characteristics)	4	4	She asked him a question. Then asked after evaluation his response, A second question "Is there something else?"

1.A TEACHING -- general techniques

According to his stated objectives, the teacher will demonstrate:

(1) knowledge of the environment for, or
(2) ability to establish the environment for, or
(3) ability to analyze the existing environment for, or
(4) ability to evaluate the existing environment for:

1.A.1 Techniques to execute lessons in simulated and clinical situations with individuals and groups.

1.A.2 Techniques for providing attitudes, knowledge, and skills students need before direct subject matter instruction can begin.

1.A.3 Techniques for providing learning experiences that allow each student to meet with more success than failure.

1.A.4 Creating a classroom climate free from pressure and from inhibitions and fear.

1.A.5 Reward and punishment, success and failure, praise and reproof, competition and cooperation, and individual goal setting as factors in discipline and motivation.

1.A.6 Classroom grouping procedures and techniques.

1.A.7 Techniques for group dynamics and the interaction process.

1.A.8 Classroom management.

1.A.9 Student classroom behavior.

1.A.10 Work-study skills.

1.A.11 Counseling and guidance techniques for the subject area.

1.A.12 Conditions where the creative process flourishes.

1.A.13 Techniques to foster creativity in the subject area.

1.B. TEACHING--student cognitive

According to his stated objectives, the teacher will demonstrate:

(1) knowledge of the environment for, or
(2) ability to establish the environment for, or
(3) ability to analyze the existing environment for, or
(4) ability to evaluate the existing environment for:

1.B.1 Techniques of problem-solving as it related to the subject area:

1.B.1a Recognizing, identifying the problem
1.B.1b Collecting data
1.B.1c Identifying, analyzing causes
1.B.1d Stating a hypothesis (through inductive reasoning or preliminary generalizations)
1.B.1e Avoid jumping to conclusions (ability to remain tentative in the face of alternative or conflicting data until logical or empirical conclusions can be reached)
1.B.1f Analysis
(Elements--recognizing unstated assumptions, distinguishing facts from hypotheses, avoid introducing internal, unrealistic values into decisions)
(Relationships--check consistency of hypotheses with given information and assumptions, comprehend relationships)
(Organizations--recognize forms, patterns that contribute to meaning)
1.B.1g Synthesis
(Deduce properties, deductions tested by observation)
(Recognize unwanted as well as desired consequences--putting together of parts, arranging, combining)
(Test hypothesis, propose, plan, observe, experiment)
(Develop abstract relations)
(Seek alternative solutions)
(Offers creative solutions)
1.B.1h Evaluation
(Internal--probability of accuracy)
(External--compare major theories, generalizations, facts)

1.B.2 Techniques for reflective thinking--speculation, deliberation, meditation, consideration, criticism.

1.B.3 Techniques for literal, interpretative, and critical comprehension.

1.B.4 Techniques for utilizing the student's prior knowledge of the subject.

1.C. TEACHING--student affective

According to his stated objectives, the teacher will demonstrate:

(1) knowledge of the environment for, or
(2) ability to establish the environment for, or
(3) ability to analyze the existing environment for, or
(4) ability to evalute the existing environment for:

1.C.1 Helping students to be aware of situations, phenomena, objects, form, color, design, as they relate to the content of the lesson.

1.C.2 Helping students to attend to, appreciate, be sensitive to the contents of the lesson.

1.C.3 Helping students to discriminate aspects of a stimulus, to control own attention, to be selective as it relates to the contents of the lesson.

1.C.4 Helping students to respond, to comply, to the contents of the lesson.

1.C.5 Helping students to consent, to choose to respond, to the contents of the lesson,

1.C.6 Helping students to gain satisfaction in response, to internalize new behavior or a concept, relating to the content of the lesson.

1.C.7 Helping students to display appropriate behavior in situations, which reflect their value of the concepts, their attitude relating to the content of the lesson.

1.C.8 Helping students to demonstrate a level of valuing, to cause them to pursue, to seek as it relates to the content of the lesson.

1.C.9 Helping students to develop a commitment and further that which he believes, as it relates to the content of the lesson.

1.C. TEACHING--student affective (cont'd)

(1) knowledge of the environment for, or
(2) ability to establish the environment for, or
(3) ability to analyze the existing environment for, or
(4) ability to evaluate the existing environment for:

Continue with these items, 3.C.10 - 3.C.13, if you are not using Flander's Interaction Analysis Instrument. If you are using this instrument, omit these items.

1.C.10 Techniques to help students to become open, responsive individuals and helping them to respond critically and constructively to one another.

1.C.11 Techniques which allow students to express feelings, attitudes, and interests.

1.C.12 Techniques to develop interpersonal communications--between students in classroom or in instructional setting.

1.C.13 Techniques which allow the student an understanding of self-needs, motives, experiences, motivations.

1.C.13 Techniques which allow the student to realize that his view of self determines his behavior--needs, motives, experiences, motivations.

1.C.13 Techniques for student achieving a sense of self.

2.00 PLANNING

Please check Yes to each item that you used in planning the lesson just observed. Since one lesson usually demonstrates only a part of a teacher's activities, check Column No. 2 if you use the item at other times. If the item is not ever part of your activities, check Column No. 3.

2.A Scope and Sequence of the Curriculum When planning this lesson did you consider:	1 Yes, for this lesson.	2 Other times.	3 No.
2.A.1 The relationship of your subject area to overall school program objectives?			
2.A.2 The historical background of your subject area and its relationship to present practices?			
2.A.3 Characteristics of contemporary programs in your subject area?			
2.A.4 Purposes for teaching your lesson in relationship to the subject area program?			
2.A.5 Essentials for your subject area program?			
2.A.6 Prepare your subject area instructional objectives in behavioral terms?			
2.A.7 Criteria for the selection of materials for various purposes and for specific individuals and groups in your curricular program considering content or other factors?			
2.A.8 Correlating the contents and skills of listening, speaking, reading, and writing with one another and with your curricular program?			

2.00 PLANNING

Please check Yes to each item that you used in planning the lesson just observed. Since one lesson usually demonstrates only a part of a teacher's activities, check Column No. 2 if you use the item at other times. If the item is not ever part of your activities, check Column No. 3.

2.B Curricular Materials in your Subject Area. When selecting materials for this lesson, did you consider:	1 Yes, for this lesson.	2 Other times.	3 No.
2.B.1 Resources available for your lesson?			
2.B.2 Research on habits and tastes of the learner?			
2.B.3 Current research related to your lesson?			
2.B.4 Aids in selecting materials appropriate for use with students, such as reviews in professional journals, reviews in popular magazines, reviews in newspapers, and various bibliographies?			
2.B.5 Comparing and choosing from a general body of knowledge, relevant facts and ideas?			
2.B.6 Causing students to compare and choose from a general body of knowledge, relevant facts and ideas?			
2.B.7 Quantitative and qualitative judgments about the extent to which material and methods satisfy instructional objectives?			
2.B.8 This lesson as a part of a unit of work incorporating instructional objectives, content, media, materials, methods, and evaluation?			

2.00 PLANNING (con't)

2.A	Scope and Sequence of the Curriculum When planning this lesson did you consider:	1 Yes, for this lesson.	2 Other times.	3 No.
2.A.9	Writing evaluative criteria and instructional objectives in accurate and specific terms?			
2.A.10	The constructing and developing of instructional materials to convey ideas, illustrate concepts, and support instructional objectives?			
2.A.11	Organizing ideas into a logical structure and an understandable whole?			
2.A.12	Resources available for your program?			
2.A.13	The relationship between learning and culture?			
2.A.14	The effect of learning on future behavior?			
2.A.15	The effect of heredity and environment on student development?			
2.A.16	The significance, relationship of your subject area in the student's personal, social, academic, and economic development?			
2.A.17	The needs, interests, and concerns of students which affect the learning process?			
2.A.18	Factors in individual differences (sex, age, race, physical, intelligence, and experiential background)?			

2.00 PLANNING (con't)

2.B	Curricular Materials in your Subject Area. When selecting materials for this lesson, did you consider:	1 Yes, for this lesson.	2 Other times.	3 No.
2.B.9	Constructing and developing materials to support instructional objectives?			
2.B.10	Constructing curriculum adapted to the needs, interests, and abilities of the children?			
2.B.11	Modifying existing materials and media to special purposes?			
2.B.12	Adapting, modifying and combining various media to develop instructional sequences?			
2.B.13	Preparing teaching plans to provide varied experiences so that children will gain both enjoyment and knowledge?			
2.B.14	Meaningful situations which aid the child in thinking, feeling, speaking, and writing precisely and sensitively?			
2.B.15	Correlating and/or integrating content and skills of listening, speaking, reading, and writing with one another and with curriculum materials?			
2.B.16	Selecting equipment, teaching facilities and instructional materials?			

2.00 PLANNING (con't)

2.B Curricular Materials in your Subject Area. When selecting materials for this lesson, did you consider:	1 Yes, for this lesson.	2 Other times.	3 No.
2.B.17 Selecting the most appropriate medium or media to present a concept?			
2.B.18 Techniques to execute lessons in simulated and clinical situations with individuals and groups?			
2.B.19 Selecting more than one medium as input to account for individual learning difference or styles?			
2.B.20 The relationship between the child development and the selection of materials for your students?			

2.00 PLANNING

Please check Yes to each item that you used in planning the lesson just observed. Since one lesson usually demonstrates only a part of a teacher's activities, check Column No. 2 if you use the item at other times. If the item is not ever part of your activities, check Column No. 3.

2.C Learning Process and Child Development. When planning this lesson, did you consider:	1 Yes, for this lesson.	2 Other times.	3 No.
2.C.1 Theories of learning as they are related to your objectives?			
2.C.2 Implications of child growth, development, and learning to the classroom?			
2.C.3 Psychomotor skills and their relationship to your objectives?			
2.C.4 Cognitive skills and their relationship to your objectives?			
2.C.5 The effect of learning and behavior and their relationship to your objectives?			
2.C.6 Family influence and behavior and their relationship to your objectives?			
2.C.7 Peer influence and their behavior and relationship to your objectives?			
2.C.8 Genetic, experiential, transactional, and factorial elements in intellectual development?			
2.C.9 Retention and/or transfer of training?			

2.00 PLANNING (con't)

2.C Learning Process and Child Development

When planning this lesson did you consider:

		1 Yes, for this lesson.	2 Other times.	3 No.
2.C.10	Social behaviors and academic achievement?			
2.C.11	Relationship between learning and cultural expectations?			
2.C.12	Physiological characteristics of the child and their relationship to your subject area?			
2.C.13	Emotional behaviors and social implications which evolve within the peer group?			
2.C.14	Significance of language in the child's personal, social, academic, and economic development?			
2.C.15	Relationships between language development and personal development?			
2.C.16	Relationships between your subject area and individual development?			
2.C.17	Any relationship existing between child development and your subject or skill?			
2.C.18	Needs, interests, and concerns of pupils which affect the learning process?			
2.C.19	Individual differences in pupils?			

2.00 PLANNING

Please check Yes to each item that you used in planning the lesson just observed. Since one lesson usually demonstrates only a part of a teacher's activities, check Column No. 2 if you use the item at other times. If the item is not ever part of your activities, check Column No. 3.

2.D Innovative Programs and Practices. When planning the innovative aspects of this lesson, did you consider:	1 Yes, for this lesson.	2 Other times.	3 No.
2.D.1 Historical background of your subject area and its relationship to present practics?			
2.D.2 Current research related to innovations in your subject area?			
2.D.3 Characteristics of contemporary innovative programs in your subject area?			
2.D.4 The effect on overall program objectives?			
2.D.5 The essentials for the school program in your subject area?			
2.D.6 Criteria for the selection of innovative materials?			
2.D.7 Quantitative and qualitative judgments about the extent to which innovative materials and methods satisfy instructional objectives?			
2.D.8 Writing evaluative criteria and instructional objectives in accurate and specific terms?			
2.D.9. Innovative curriculum construction adapted to the needs, interests, and abilities of the students?			

3.00 EVALUATION

Please check Yes to each item that you used or considered, or will use or consider for the lesson just observed. Since one lesson usually demonstrates only a part of a teacher's activities, check Column No. 2 if you use or consider the item at other times. If the item is not part of your activities, check Column No. 3.

When making your evaluations, did you use or consider:		1 Yes, for this lesson.	2 Other times.	3 No.
3.1	Instructions for and administration of tests?			
3.2	Rating methods and construct scales?			
3.3	Different types of items and teacher-made tests?			
3.4	Teacher-made inventories--interests, values, habits, feelings?			
3.5	Desirable test characteristics?			
3.6	Sociograms, sociometric techniques?			

3.00 EVALUATION (cont'd)

When making your evaluations, did you use or consider:		1 Yes, for this lesson.	2 Other times.	3 No.
3.7	Techniques to determine the extent that democratic principles are present in the behavior of students ?			
3.8	Techniques to evaluate individual and group progress, using formal and informal techniques ?			
3.9	Techniques to evaluate the instructional sequence ?			
3.10	Techniques to identify and evaluate instructional objectives ?			
3.11	Techniques to evaluate reports and other sources of information on individual and group inquiry activities ?			
3.12	Assessment of developmental change ?			
3.13	Methods for immediate reporting progress to the student ?			
3.14	Techniques to help children diagnose their own learning problems ?			

3.00 EVALUATION (cont'd)

When making your evaluations, did you use or consider:		1 Yes, for this lesson.	2 Other times.	3 No.
3.15	School testing programs ?			
3.16	Standardized intelligence tests ?			
3.17	Special aptitude tests ?			
3.18	Achievement batteries ?			
3.19	Norms in child development ?			
3.20	Methods for appraising growth ?			
3.21	Assessment of student progress toward maturing space and time concepts ?			
3.22	Interpretation of test scores ?			
3.23	Interpretation of the results of change?			
3.24	Methods to evaluate innovative projects in your subject area?			
3.25	Methods of reporting the student's progress to his parents?			
3.26	Methods of reporting the student's progress to the school?			

3.00 EVALUATION (cont'd)

When making your evaluations, did you use or consider:		1 Yes, for this lesson.	2 Other times.	3 No.
3.27	Efficient techniques for maintaining cumulative records of individual students ?			
3.28	Observational techniques for assessment of program effects, achievement, and student behaivor ?			
3.29	Diagnostic techniques for individual and group problems in individual and group situations ?			
3.30	Characteristics of optimum child health for detection of deviations in appearance and behavior ?			
3.31	Characteristics of optimum child behavior for detection of deviations in appearance and behavior ?			